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ABSTRACT

In this essay, the major issues involved in the recruitment and selection of qualified faculty for library schools in developing countries are considered, with frequent references to faculty recruitment practices and policies which have proven effective in developed countries such as the United States and Great Britain. The topics addressed include standards for education in librarianship, success in faculty recruitment, the "ideal" faculty, the importance of doctoral degrees in candidate evaluation, the importance of library experience for library educators, the importance of teaching and research skills in library education, and the role of faculty publications in developing a library school's academic reputation. A 50-item reference list accompanies the text. (JL)

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RECRUITMENT OF LIBRARY SCHOOL TEACHERS IN DEVELOPING COUNTRIES

by

C.S. Ilomo

Tanzania Library Service
Occasional Paper No. 26
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RECRUITMENT OF LIBRARY SCHOOL TEACHERS IN DEVELOPING COUNTRIES

by C.S. Ilomo.

Librarianship is an international profession.. Librarians are likewise international in outlook. They cherish sharing new ideas and aspirations between them. They are also eager to know other peoples' problems and cooperate in finding solutions to them. Evidence of the solidarity of the international community of librarians is reflected in the international conferences and correntions where wide ranging topics are discussed including the way developing countries can benefit from developed countries and how the latter can assist the former. One of the crucial areas of global concern is Education for Librarianship in Developing Countries. While many of them do not have library schools, those which have face among other things /a dearth of teachers. Developed countries like the U.S. and Britain have well established library schools and the Third World looks to them for inspiration. For this reason alone, understanding of the practice in developed countries is not only relevant but also challenging and should stimulate searching questions like the "Whys," the "Hows," the "Whats" and so on. However, that is not all there is to this. Obviously, a knowledge of other peoples achievements even problems facilitates international understanding which is vital in this world of interdependence. Needless to say, that "international communication of ideas has permeated the academic world for centuries."[1] Also the NATIS[2] Conference which concerned itself with the national information infrastructures and information transfer from advanced countries to the Third World stressed the need for greater emphasis on education for librarianship and information science especially in developing countries. The leadership position which Library Schools in advanced countries occupy in international professional education has been, continues to be, and could be more instrumental in alleviating some of the more glaring problems of developing countries. The U.S. for example has extended great assistance to developing countries in many ways. In Africa with which I am familiar, the U.S. has left an indelible imprint in the field of Education for Librarianship. The establishment of the Ibadan Department of Librarianship[3] and the East African School of Librarianship[4] would have been impossible at the time they were had it not been for the U.S. aid. These schools have made a great contribution to Africa. However, at the present time and with the advent of NATIS and UNISIST concepts, increased assistance to developing countries has become even more urgent. Let us not be carried away from faculty recruitment but the above remarks only serve to underline the relevance and importance to the Third World the achievements of the developed countries in Education for Librarianship and Information Scinence. This is largely due to the high academic and professional standards of teachers. Other countries are not so fortunate. They are fraught with problems.

The U.S. and Britain for example, may have problems but occur at a very high level of sophistication. Innovations which may be considered necessary are directed towards refinement of their education programmes as well as coping with the progress in science and technology.

With the foregone in mind, in this paper I intend to discuss recruitment of library school teachers requirements which are considered vital in many countries of the World. On the basis of the same requirements I will elucidate problems plaguing developing countries of Africa in order to inform our colleagues that the developmental widening gap between rich and poor nations is not only, and purely economic, but it is also reflected in the library education field. Therefore that, as an international community of librarians, welded together by ideals and practices perculiar to our profession we ought to think in terms of a 'New International Library Education Order' within the much wider concept of the U.N. 'New International Economic Order.'

Standards of Education for Librarianship

Generally speaking the maintenance of high standards of Education is a major pre-occupation of many countries of the World. This is even more important in the Universities and university based professional schools. Despite this pre-occupation, there is a wide disparity in the quality of education obtainable at different universities in different countries. The United States is certainly one of the top few countries, if not leading, which place greatest emphasis on standards for educational excellence. This largely accounts for the U.S. achievements in science and technology.

Standards of Education for Librarianship in the U.S. can at least be traced back to the Williamson Report.[5] Currently, the 1972 Standards[6] govern accreditation of the library schools. One of the criteria for the success of the instructional and research programmes is faculty and their requirements and are stipulated in the 1972 Standards.[7] These requirements are taken into account when appointing and building Graduate Library School faculties. If a library school demands high standards from faculty, it is only fair that it should measure up to the expectations of people intending to go into teaching.

Gateway to Success in Recruitment

What makes a library school attractive to applicants? Building a first class faculty is an exacting task. Success in recruitment depends on many factors, and largely on what the school is i.e. its image to observers. Chief among the factors are progressive education programmes, ability to attract distinguished scholars and other candidates of the right calibre, reputation of the school and its parent institution, faculty development

scheme and capacity to retain existing faculty, adequate and constant supply of funds and a generous rewards system; democratic administrative arrangements and faculty involvement in making major decisions, not trivialities, administrative and leadership competence of the dean including ability to attract funds, and finally but not last, the extent to which the library school's graduates are successful in the field. But, perhaps one of the most important factors is environment that encourages inquiry and independent thinking including tenure —' a means of preserving academic freedom, which is freedom to study and communicate results of research,'[8] while on the other hand research must be handsomely rewarded.

The Ideal Faculty is Not of This World

If the school has most of the above attributes, and assuming there are candidates who measure up to the dean's expectations on the open market, the problem will not be one of recruitment but one of selection. But what kind of faculty is required? Qualities expected of candidates are not new and most of them are not sought by library schools alone. They have been documented by many writers including non-library educators. The list is rather long and bound to intimidate an applicant. They include ability to teach, communicate and show up for most classes; broad knowledge of librarianship; subject specialization; research interests and ability; involvement in professional activities; extensive publication record; personal liking for students, and willingness to learn from them; wide library experience and flair for administration; ability to make sound judgements; energy and dynamism coupled with enthusiasm; 'a high degree of ethics and a large measure off atruism;[9] pleasant personality; industry; intelligence; imagination; creativity and innovativeness; honesty; flexibility; cooperative attitude and ability to work in a team; sincerity and 'willingness to begin at the salary offered.'[10] In prescribing these qualities writers perceive a perfect man associated with the 'good'. But perfect men are not of this world. Man is by nature imperfect. Even those who prescribe standards of excellence are imperfect. It is however, no sin for deans and their Faculty Appointment Committees to have these attributes at the back of their minds. In practice therefore, it is impossible to get persons with all these qualities. Even faculty with years' of teaching experience may /some of lack/ them and may have faults.[11] They may fail to update their knowledge. They may be incompetent teachers, present facts to students and require them /may be to reproduce at examination. They may have faulty ethics and /averse to students' personal problems. If no means of evaluating teachers exists, elimination of incompetent ones when tenure is due becomes difficult. This may arise because the dean is imperfect. After tenure is granted it becomes almost impossible to remove an uninspiring faculty member. Instead of

encouraging research, creativity, and academic freedom, tenure becomes the facade behind which they hide their tendencies to betray the school's cause. The list of deficiencies can be as long as attributes or qualities expected of faculty and candidates seeking faculty appointment. Yet faculty appointment particularly old faculty, are the ones who are often required to select new faculty members. They are also the ones who may fail to update their knowledge even in their special areas. How can they make wise judgements if they are behind the current stream of thought and ideas? Can an imperfect faculty member select a perfect faculty member? The answer is probably no. But our only consolation is that, this is to be expected because faculty members are human beings. They are not infallible. Therefore the above qualities should be regarded as an ideal goal to be fought for. Of course, some people may be born with some of these qualities; others can be acquired through formal and informal education; many more can be developed on the job. For example, few faculty members may be born teachers. Many of them have to learn the art of teaching the hard way or undergo training and develop their competencies with years' of experience. Even if they reach acceptable standards, as human beings, they make errors. Fortunately such mistakes can be mitigated through self-correction.

Predicament

Man is articulate in simplifying his work habits and methods. Obviously it is impossible to study all the qualities of a candidate in the interviewing room because a human being is a complex creature. Therefore for the purpose of recruitment and selection of new faculty members we may single out a few characteristics which candidates should have. The literature also shows that this is the strategy deans and their Faculty Appointment Committees adopt. These requirements are subject degrees, professional degrees, wide and varied professional experience, research competence, extensive publication record, ability to teach and communicate effectively coupled with wide reading. But even this short list is formidable and with most of them there are snags. In practice a candidate will have some and lack others. Besides, many of them cannot be measured or evaluated satisfactorily. This inevitably puts the dean in a predicament. In addition well qualified persons are in great demand in many fields.

All types of libraries and deans compete for best talents. For subject Ph.D.s with additional professional qualifications, there is yet another job outlet — industrial and Government Research Establishments which offer higher salaries especially in advanced countries.

A Subject Ph.D. is not Necessarily Adequate

Academic qualifications are important in a university environment. In the United States, library schools especially Graduate Library Schools, a candidate for a teaching position is required to have an undergraduate subject degree and two professional degrees, one of which must be a Ph.D. If a candidate has a subject Ph.D. he must in addition have at least one professional degree. A Ph.D. is insisted upon because it is a research degree and one of the functions of faculty is research which not only enriches instruction but also promotes scholarship, creativity and learning. Besides, it would seem that the future of library and information science is the responsibility of library schools. In view of what is happening in other parts of the world, this is a very high requirement and is naturally in concert with the U.S. current level of development. Most faculty members ultimately reach at least the rank of Associate Professor[12] because the country can afford it.

The United States has not claimed that this requirement is ideal and indeed, a Ph.D. in librarianship alone would be considered by some, if not many, to be inadequate. Plate's study indicated that librarians often have a negative or skeptical attitude toward research and many doubt the librarians' ability to conduct research.[13] While a study by R. and P. Carpenter[14] showed that librarians were not quite sure of the academic standing of a Ph.D. in library science, another study by Miller indicated that the "prestige and quality of Ph.D.s in library science is very low."[15] On the other hand, given two candidates one with a Ph.D. in library science, and the other having a subject Ph.D. and a professional degree or degrees, all other requirements being equal, a library school will appoint the latter. However, even a subject Ph.D. alone may be inadequate if one is looking for an "ideal faculty." Knowledge is becoming increasingly interdisciplinary. More and more universities in the world are introducing interdisciplinary studies because local, national and international problems require interdisciplinary approach. Therefore, if library school faculty are to give their students a well rounded or total educational experience, train future librarians who are both practitioners and innovators, see the full societal implications of their specialisms, constantly redefine their role in the context of university environments and above all, see themselves as partners in unleashing new frontiers of knowledge, therefore, contribute effectively to the advancement of knowledge, they ought to be more than narrow subject specialists. That is, in addition to their specializations, they should have a working knowledge of one or more subjects like communication, economics, education, psychology, sociology, anthropology, linguistics and the like. After all "librarianship deals with every subject under the sun." This is true of all countries of the world.

In Britain, it is, only in recent decades that universities have been reorganized on the American model following the Robbins Report [illegible]

recommendations,[16] and the introduction of Ph.D. programmes in library and information science is even more recent. Therefore, the number of Ph.D.s in library science is generally small. The number of subject Ph.D.s entering librarianship is negligible. While a Ph.D. for teaching positions in library schools is desirable, up until now an honours first subject degree and a professional qualification which may not be a degree are considered adequate for junior appointments. But as Ph.D.s increase faculty academic requirements may be raised. However, the 1976 nation-wide evidence[17] on the Future of Professional Qualifications blurs the likely future development of professional education in Britain, because the overwhelming majority resent what they regard as "academic padding"[18] in favour of predominantly practical librarians, trained in practical contexts — "Teaching Libraries"[19] akin to Teaching Hospitals, provided that the incumbents receive some basic introduction to the social and cultural background of the country.

In developing countries the situation leaves much to be desired. Subject Ph.D.s are few but steadily increasing. Library Science Ph.D.s are rare.. There are yet still rarer library schools which offer Ph.D. programmes. In Africa for example, there are very few library schools[20] and even fewer graduate library schools. The University of Ibadan Department of Librarianship has produced very few Ph.D.s in library science since 1969. At the end of 1974 only one candidate had received a Ph.D. and five more were in the pipeline.[21] One can safely say that Ibadan had by 1978 produced 5-6 Ph.D.s in library science. Even if there were many Ph.D.s, experience shows that well qualified librarians prefer to take up lucrative positions in libraries rather than go into teaching.[22] In East Africa there is no viable graduate library school.[23] In Tanzania, a Ph.D. in non-teaching and non-research institutions is considered a luxury.[24] To a westerner, this will sound odd but "to plan is to choose".[25]

This unsatisfactory situation in Africa is only to be expected. For one thing she started late in economic development and most library systems emerged during the 1960s. It would seem realistic for developing countries of Africa to strive for faculty with an M.L.S. or M.A. in Librarianship but in many countries even these are lacking. Post Graduate Diploras in Library Science are much more prevalent especially in English Speaking Countries but then, they are in great demand in libraries. Tanzania for example needs at least 600 librarians of the level not less than a Post Graduate Diploma in the next 20 years, but does not have a library school. In the circumstances existing library schools rely heavily on expatriate teachers. Nigeria which has produced at least 200[26] Post Graduate Diplomates at Ibadan alone since 1961, continues to rely on expatriates,[27] but expatriates are generally very expensive. In many cases they are paid higher salaries than in the industrialized countries of the world.[28] Apart from that they are not always forthcoming. When they do come, there is always a time lag between acceptance of

the position and time of arrival. Sometimes when you expect an expatriate teacher, you suddenly receive a cable that for reasons beyond his control he cannot make it. The recruitment exercise has to be repeated all over again. In many cases they stay for a brief period i.e. 2 years, even when they are asked to renew their contracts. The reason is not hard to find. Most of them fear that if they stay for too long overseas, they may face problems in getting back into the promotional mainstream on their return home. An end to these problems does not seem to be near and would appear unique in most developing countries. So much for academic and professional qualifications.

Library Experience where and for which Library School?

Library Schools train librarians who will practice a craft or a service oriented profession. Therefore, ideally candidates for teaching positions should have wide and varied library experience. In the United States and perhaps in most developed countries three to four years' experience is considered reasonable and ten years desirable.[29] A minimum of 4-5 years would in practice be acceptable in any library school in the world. But while it should be varied it must include the candidates' area of specialization. On the other hand 3-4 years experience is not really adequate for a faculty candidate to have had varied experience or to have risen to a responsible position which library schools in developed countries normally prefer. Ten years or more may have given a candidate wide experience depending on how capable he is. But his decision to apply for a teaching position may be dubious. It may have been prompted by frustration and dissatisfaction with his present job. Deans should also beware of pensioners. Retired librarians, some of whom may have been successful executives in the field, and possess technical and specialized knowledge, may not have great urge for scholarship.[30] They may not have published anything and may not have had training in teaching. More often than not they will seek a pleasant job to supplement their pension. Perhaps they can better serve as part-time lecturers if it is necessary to make use of their experience. Sometimes many years of experience may mean little or may not be the kind of experience relevant to the position applied for. In practice few successful library administrators will leave their positions to take up a teaching position. Applicants from the field particularly ought to be thoroughly screened.

In developing countries faculty candidates will have very limited library experience. For example, African countries which have cared at all to establish libraries, have well developed public library systems. Except for the university libraries, other types of libraries in many countries leave a great deal to be desired. Therefore, whatever experience a faculty applicant may have will be related to university or public libraries. Even these tend to be very traditional in their methods and practices. No doubt the experience they may have will be relevant. If they have initially been trained locally,

and later trained and worked overseas this will be an advantage but it will be difficult to justify to the university, the teaching of say interactive systems in a country that doesn't even have a single computer. In many cases, a newly qualified librarian will be plugged into responsible or teaching position without experience. There is an alternative but it has limitations.

Expatriates who are usually hired will have very wide and varied experience including computer knowledge and its applications, but as pointed out above, few developing countries can afford the introduction of computers. Some haven't even money for starting new or developing existing library systems. Therefore a large body of the expatriate's experience becomes at least for the time being dormant. He can only impart the traditional library practices most of which are international although some may need modification to suit the local environment. However being a scholar, he will be recruited on the understanding that he will adjust himself quickly by reading avidly, visiting libraries, interacting with local librarians and faculty members and generally learning about the country's culture from students as he teaches and interacts with them. If he speaks the country's language he can also interact with the general population. But by the time he begins to feel confortable, he will be ready for a return trip home. Despite these limitations, the contribution expatriate teachers make to developing countries is invaluable.

Scholars may be many but few are born teachers

Apart from having prescribed academic degrees, professional degrees, wide and varied experience, faculty candidates are expected to have teaching ability. This is important and almost all the qualities of a teacher have been given at the beginning of this paper. But it is difficult to visualize or know this until the applicant gets into classroom. Even then, it can take a minimum of perhaps two years before any realistic assessment on the teacher is made. In many cases, applicants for faculty positions will have had no formal training in teaching skills. In the U.S. for example, a survey of faculty members in almost all college and professional schoools in the 1960s showed that "many teachers although competent in their special fields of knowledge and research have had no formal instruction or guidance which might have helped them develop skills perculiar to the teaching profession. These skills are frequently lacking among the older and younger members of the faculty."[31] However teaching skills improved immensely in the 1970s. In Britain, the standard of teaching has generally been poor and "it is only in the past few years that teaching ability has been accorded even minimum respect."[32] Apparently this weakness was passed on to the former dependencies through colonization. There the standard of teaching is even poorer although

it has improved in the 1970s. In the field of library science, UNESCO is trying to alleviate this deficiency by running courses or sponsoring teachers from developing countries at some U.S. and British Graduate Library Schools.[33] Obviously teaching ability is important and it cannot be assumed that every faculty applicant is born a teacher. Even those who are born teachers can do even better with a certain amount of training. But teacher training should not be a legal requirement for faculty appointment.[34] Indeed, if a candidate has taken good undergraduate and graduate programmes, has been in contact with 'first class' university teaching, has had interaction with superior and competent scholars, it can safely be assumed that he has acquired some techniques and can improve on them as he teaches.[35] But an applicant who has been out in the field for a number of years will have forgotten. However classroom observation is no substitute for formal training. On the other hand 'very few good university teachers have been trained in colleges of education, and University Departments of Education are not suited for teaching or training University teachers.'[36] Whatever the case may be, teaching ability is a necessary requirement for faculty members. If colleges of Education are not suitable for training university teachers then universities must train their faculties by recruiting Ph.D. candidates. Correspondingly developing countries can recruit promising teachers at the appropriate levels.

Research! A Talking Point or a Measure of Schools's Academic Standing?

Another faculty appointment requirement is ability to carry out research, and this explains why a Ph.D. is a must in the U.S. and at least desirable in other developed countries. Some deans place greater stress on the candidate's research ability than other requirements, but in industrialized countries if a person is interested in research, especially a science graduate, he might as well seek appointment in Industry, Government and the Armed Forces where financial rewards tend to be much higher than in the universities. The snag is that in the former institutions research takes place under secrecy and strict security measures, and some bonafide researchers may dislike to work under such conditions. Therefore, a factor that can help a dean secure candidates with research orientation is that research in the universities encourages free creative scholarship and is inhampered, unscheduled and undirected. A true scholar loves this. But true scholars may be few and there may be many library schools or universities in the country. Many will perhaps want big money which is normally associated with self actualization and what the U.S. calls "an affluent society." Yet in many library schools and in the face of heavy teaching load and lack of finance, research does not amount to much.[37] For example in the U.S. during the 5 years from 1959 to 1964 13 library schools accredited by the ALA were reported to have received

funds for research but only 6 of them got more than a total of $5000,[38] and those were years when federal funding was on the increase. With declining funding in the 1970s the situation might become increasingly critical. An energetic dean may secure funds from a Foundation but this cannot be regarded as a permanent source of income.

In Britain, the situation is no different. Most research programmes rely on occasional grants and the School Head's ability to negotiate research contracts with Government departments and industry.

In developing countries little library research is conducted. This is true in other fields too. In Africa South of the Sahara perhaps Ghana and Nigeria do some research because the library schools have developed local expertise in research methods. Besides the need for library research is recognized but lack of funds is a break to progress. On financial limitation, in 1977 the Ibadan University Vice Chancellor lamented "there are limits to which the welfare of the staff and institutions can be stretched without lowering standards"[39] and that "a university without adequate teaching and research tools will look like a glorified post-secondary school"[40] In Africa there are no Foundations or Corporations to which Universities can turn to. Even if foreign aid may be forthcoming, governments may divert it into industry and agriculture, unless donors expressly specify the purpose for which aid is given. Developed countries complain of lack of funds for library research but they do conduct research and have the requisite manpower. In the U.S. Library research is also conducted outside the Graduate Library Schools. e.g. ALA., Council on Library Resources, National Library of Medicine etc. Perhaps they would like to do more, and it is understandable. In most developing countries especially in Africa, there is greater need for library research but even if they had funds, generally few librarians if any are trained in research methods.

If funding is a problem, why do library schools insist on research ability from the applicants? It may be this is a tradition and a "Talking Point" especially if there are many candidates. However in the letter and spirit of university tradition, research along with academic qualifications and publication record, adds to the school's prestige and is a "measure customarily used in assessing the standards of educational institutions."[41] Maintenance of intellectual atmosphere is as important as research itself. The library school's power to attract best students largely depends on qualifications of faculties including their research skills.

Faculty Scholastic Excellence can Exist Independently of Original Works List

A survey of the literature on faculty requirements shows that library school deans want to see bibliographic listings of original works from their applicants. They are publications conscious. Even the ALA is publication conscious and in its 1972 Standards, it is stipulated that "a record of sustained productive scholarship"[42] is imperative. But how many people write? If many write, how many write scholarly works or articles? Many articles appearing in some journals are not scholarly at all. Writing is an art and few people have a flair for writing. But this is no excuse. Writing skill can be learned and developed through experience. On the other hand, in real life people do not plan that one day they will seek a teaching position. A decision may be dictated by a number of factors one of which is to earn a living.

Therefore in considering this requirement, as it is with others, maximum flexibility should be exercised. It is important to remember that faculty members already in library schools may have published little or nothing. Even highly regarded faculty members may have published little. Some may have published extensively but their items may be old and trivial. However, an extensive list of publications, be they original or trivial, is not always reflected in good teaching.[43] On the other hand there are the rare birds like Socrates[44] who may publish nothing, yet, exertimmense influence on scholarship. Faculty who conduct research may be more inclined to publish but 'basic library research has caused little impact perhaps because since Dewey, library schools have been expected to reflect rather than influence library practice.'[45] A simple survey for example cannot be classified as research but provides raw data for more esoteric research. Monographs documenting results of original research involve greater intellectual strain and creativity than articles reporting developments or book reviews. Textbooks are normally an attempt to bring together facts and data from secondary sources on a course, therefore, though time consuming, may not reflect intellectualism and a contribution to knowledge. On the other hand, it is unfair to place too much emphasis on publication record where young applicants are involved. Assuming that an older applicant has a commitment to scholarship, he will have a longer list that a younger one. The problem with scholarly works is that in most cases, they cannot be published commercially. They have to be sponsored by authors themselves, universities and Foundations which cherish scholarship. The chances of an applicant who has been working in a library having published a scholarly work are not very extensive. The demands of the job at hand may have militated against writing even a simple book or journal article. If the applicant is from another library school then the dean ought to expect some documentary evidence of scholarship.

In developing countries, Africa especially, it seems few indigenous librarians have written scholarly works on African libraries

A recent work on libraries in Africa is Books Build Nations by E.E. Kaungamno and C.S. Ilomo. The authors are practising librarians. Another work, Libraries in East Africa[38] is a collection of articles by practising librarians and non-librarians, again not library school teachers. Even in other fields neither university teachers nor others publish extensively except in West Africa. Rarely of course, you will find a book which was originally a dissertation for a Ph.D. in a British or American University. The problem is that the literary tradition is still yet to be developed and consolidated, while the low per capita income[46] in almost all African countries restricts the size of the book markets, therefore renders publishing uneconomic and discourages scholars and others from writing. Presently local and international journals seem to offer training ground for Librarians and faculties.

Of all the requirements for faculty appointment it seems only education and publications and perhaps experience can be evaluated. The rest are difficult to assess.[47] When interviewing candidates, the Faculty Appointment Committee's decision over a candidate may exclusively be influenced by anyone of the requirements or a combination of two or more but whatever the case qualifications are paramount. The committee may unanimously endorse a candidate. There may be division of opinion over a candidate or they may reject him. If the dean personally feels the Committee's decision is questionable, he may refer it to the Vice Chancellor or the University President.[48] A Science or Math candidate may be accepted with minimum probing because Science/Math graduates are scarce. These are naturally plugged into the information science field. But it is difficult to avoid errors. Unsuitable or unqualified faculty members may be appointed. For one thing salaries may be low. Therefore the dean will apoint a person who accepts the salary offered provided that the President or Vice-Chancellor approves and the incumbent promises to appear for most of the classes. However errors should be minimized wherever possible and to offset such errors, a Faculty Development Scheme can be of immense value to the future well being of the library school.

Conclusion

In this paper I have critically examined the faculty appointment requirements considered vital for the success of an education programme in a library school. I have also taken advantage of this to highlight the problems besetting developing countries of Africa in this respect. This examination has revealed that if it is difficult to get an ideal faculty member in a developed country, at least with regard to qualifications, it is even more difficult in a developing country, while the developmental gap between rich and poor nations continues to widen. Developing countries of Africa not only have few library schools but even those few do not have teachers whom developed countries would consider second rate. This factor together with lack

of funds account for the slow development of libraries in Africa.[49] A new approach to international education for librarianship would therefore seem necessary, and the idea of an "International Library School"[50] could indeed facilitate understanding of each others' problems among the international community of librarians and library educators.

FOOTNOTES

[1]Carroll, F. L. "International Education for Librarianship," In Inter. Lib. Review (2) 1970. pp 19-39.

[2]The Acronym 'NATIS' denotes to "National Information Systems" concept approved by UNESCO Intergovernmental Conference on Planning of National Documentation, Library and Archive Infrastructures held in Paris 23-27 September 1974.

[3]In the early 1960s H. Lancour was commissioned by the Cornegie Corporation to make a survey of training facilities in West Africa. $88,000 was later made available to Nigeria for the establishment of a Library School at Ibadan University. A further grant of $112,000 from C. C. facilitated recruitment of full time staff.

[4]The Rockefeller Foundation was instrumental in the Setting up of the E. A. School of Librarianship, Makerere, Uganda. Provided funds and lecturer.

[5]Williamson, Charles C. The Williamson Reports of 1921 and 1923 including Training for Library Work (1921) and Training for Library Service (1923). Matuchen, N.J.: Scarecrow Press, 1971.

[6]Standards for Accreditation 1972. Chicago: A.L.A. June 1973.

[7]Ibid. pp. 6-7.

[8]Simmons, J. H. Problems of the American University, Boston: Christopher Publishing House, 1967, p. 71.

[9]Ibid. p. 64.

[10]Rothstein, S. The Ideal Faculty Member Qualifications and Experience. In Journal of Education for Librarianship, Vol. 7. No.2, Fall 1966. p.65.

[11]Simmons, J. P. op. cit. p. 68.

[12]Heim, P. The Economics of Librarianship in College and University Libraries 1969-1970. pp. 1-3.

[13]Plate, K. Management Personnel in Libraries, Rockaway, N.J.: American Faculty Press, 1970. p.33.

[14]Carpenter, R. L. and P.A. "The Doctorate and Librarianship and An Assessment of Graduate Library Education" In Journal of Education for Librarianship. Vol.11, No.1, Summer 1970, pp

[15]Miller, R.G. "The Influx of Ph.D.s into Librarianship: Intrusion or Transfusion?" College & Research Libraries. Vo.37, No.2, March 1976, p. 159.

[16]Armytage, W. H. G. The American Influence on English Education, London: Rutledge, 1967, p. 61.

[17]"Evidence submitted by the AAL to the LA Working Party on the Future of Professional Qualifications." In Assistant Librarian. Vol.69 No.12, December 1976, pp.217-219.

[18]Ibid.

[19]Ibid.

[20]By 1972 there were only 147 Library Education Programmes in developing countries. 86 of these were in the universities. In Africa there were 16 library education programmes and of them I was conducted by a Library Association, 5 by other institutions while 10 were in the universities and the majority of which were non-graduate programmes. See John Deen, Planning Library Education Programmes. p.15.

[21]Ogunsheye, F. A. "Library Education at Ibadan University, Nigeria." In UNESCO Bull. Lib. Vol.XXVIII, Sept. - Oct. 1974. pp.261-262.

[22]Author of this paper discussed this matter with the Director of National Library of Nigeria in Lagos 1975.

[23]The East African School of Librarianship offers an undergraduate Dip. Lib. A Post Graduate Dip. Lib. programme was launched in 1975/76. The two students who were enrolled quit soon afterwards.

[24]The Government is concentrating on the undergraduate programme to a lesser extent on the Master's Programme.

[25]Address made by President Nyerere. Party National Conference held in Dar es Salaam Tanzania on 28th May, 1969 when introducing the Second Five Year Economic Development Plan (1969-1974). "To Plan Is to Choose" is meant to stress the difficult choices which had to be made in preparing the plan and any other problems which Tanzania faces today.

[26]Ogunsheye, F.A. op. cit. p. 262.

[27]Ibid. p. 263.

[28]Lewis, A. "Economic Problems of Development," in Restless Nations: A Study of World Tensions and Development. 1962. pp.68-85.

[29]Rothstein, S. op. cit. p. 69.

[30]Simmons. J. H. op. cit. pp. 76-77.

[31]McGrath, E.J. "Superior Teaching in Colleges of the Sixties. In Improving College and University Teaching, Summer, 1960. pp. 76-83.

[32]Dean J. Planning Library Education Programmes, London: Andre Deutch, 1972. p.60.

[33]NATIS News. "Training Programme for Teachers of Library and Information Science." In UNESCO Bull. Lib., Vol. XXIX, No. 3, May - June 1975, p. 66. This subject is also well described by R. Bowden - UNESCO Bull. Lib. Vol. XXX, No.5, Sept. - Oct. 1976. pp.254-262. Also see Saracevic Tefko, "Information Science Education and Development." In UNESCO Bull. Lib. Vol.XXXI, No. 3, May-June 1977. pp. 134-141.

[34]Simmons op. cit. pp.77-80

[35]Ibid.

[36]Ibid.

[37]Rothstein, S. op. cit. p. 68.

[38]Reed, S. "Trends in Professional Education," In Drexel Lib. P, Vol. 3, No. 1, January 1967, pp. 14-15.

[39]Tamuno, T. West Africa, No. 3151, Nov. 1977, p. 2426.

[40]Ibid.

[41]Carnovsky, L. "Faculty." Drexel Lib. Vol. 3, No.1, Jan.1967. p.115.

[42]Standards for Accreditation. op. cit. p.7.

[43]Carnovsky, L. op. cit. p. 117.

[44]Whitehead, A.N. The Aims of Education and Other Essays. New York: The Free Press, 1967 p. 98-99. Also see Simmons J. H. op. cit. p.77.

[45]Carnovsky. op. cit. p. 116.

[46]In 1969 Seven countries of Africa had their GNP per capita in U.S. $ as follows: Ethiopia, 70; Ghana, 190; Kenya, 130; Nigeria, 70; Senegal, 200; Tunisia, 230; and Zambia, 290. In World Bank Atlas. Population per capital product and growth rates. Washington: International Bank for Reconstruction and Development, 1971.

[47]Bone, L.E. Library Education: an international survey. Champaign, Illinois: 1968. p.139.

[48]Barzun, J. The American University How It Runs, Where It Is Going. New York: Harper & Row, 1968 p. 41.

[49]In Africa, the majority of libraries are run by Clerks untrained or trained library assistants. Experience has shown that these cannot cope adequately with library work. Besides, officers they serve do not feel they are capable of serving them especially the Middle and High Level management and Administrative Cadres. The expression 'But he doesn't have a degree' is not uncommon.

[50]Carroll, F. L. op. cit.